**CI 318 Reading Comprehension Lesson & Self-Assessment**

Due November 7, 2010

150 points

**Timeline for completing assignment**

|  |  |
| --- | --- |
| **Date** | **Tasks** |
| Sept. 13-  Oct. 1 | * Generate ideas for your lesson plan. * Review chapter 5 (“Comprehension”) in *Developing Readers and Writers in the Content Areas K-12* (your CI 317 textbook). * Familiarize yourself with the lesson plan format. * Explore your content area standards on [www.ksde.org](http://www.ksde.org). * Visit with your cooperating teacher about ideas for your lesson. |
| Oct. 4-29 | * Plan and draft your lesson plan and supplementary materials. * Solicit feedback from your cooperating teacher regarding your plan and materials. * Teach your lesson. |
| Nov. 1-5 | * Reflect on your teaching of the lesson and your materials. * Discuss your lesson with your cooperating teacher. * Draft and polish your self-assessment. |
| **Nov. 7** | **Reading Comprehension Lesson & Self-Assessment Due – Read carefully.**   * Combine your lesson plan, supplementary materials, and self-assessment into **one document** (.doc, .docx, or .rtf). * Name the document using the following format: Lastname\_RCLSA. (So, mine would be Mason\_RCLSA.) * Submit your lesson plan, supplementary materials, and self-assessment **as** **one document** to [kmasonwsu@hotmail.com](mailto:kmasonwsu@hotmail.com) by 11:59 p.m. * In the **subject line of your e-mail**, type: Your last name, your first name – CI 318 – Assignment #2/RCLSA. * I will confirm receipt of your assignment via e-mail on Nov. 8. If you do not hear back from me, that means I did not receive your assignment (and/or you did not submit it correctly). |

**Assignment Overview**

You will design and teach to students a 15-20 minute reading lesson in which you incorporate a reading comprehension strategy (e.g., graphically organizing, predicting, summarizing, forming images, generating and answering questions, or monitoring comprehension). After teaching your lesson, you will compose a self-reflection in which you assess your teaching performance and materials.

**Rationale and Purpose**

This assignment provides you with the opportunity to do the following:

* design and teach a lesson that demonstrates your knowledge of current methods and best practices for teaching reading processes in your content area
* reflect on your performance and articulate what made your lesson successful as well as your plans for improving the lesson and your teaching of it

**Part I: Lesson Plan and Supplementary Materials**

For your reading comprehension lesson, please review chapter 5 of your CI 317 text *Developing Readers and Writers in the Content Areas K-12* (6th ed.), particularly pages 100-108.

Working with your cooperating teacher, you will want to determine the text (the textbook is fine) for which you can design a reading comprehension lesson, as well as the type of reading comprehension strategy you want to incorporate into your lesson:

* Graphic Organizing (pp. 101-2)
  + Semantic feature matrix
  + Venn diagram
  + Time line
  + Web
  + Outline
  + Cause-and-effect chain
* Predicting (pp. 102-4)
  + Anticipation guide
  + DRTA (Directed Reading Thinking Activity)
* Summarizing (pp. 104-5)
  + GIST
* Imaging (p. 105)
* Asking and Answering Questions (pp. 105-6)

Once you and your CT determine the text, you’ll want to carefully read the text and determine what type of reading comprehension strategy will be most meaningful and productive for helping students understand the text.

Your lesson plan should be for at least 15-20 minutes. It should feature at least one reading comprehension strategy and should follow the lesson plan format I provide. Please review carefully the detailed annotations for each component of the lesson plan and make every attempt to meet those expectations.

Your lesson plan should contain *observable teaching* (e.g., mini-lessons, cooperative learning activities, direct teaching, whole-class discussion), rather than large amounts of time for drafting, workshopping, journaling, film-viewing, testing, etc.

Here’s something you should know about me: I am a stickler for detailed procedures in lesson plans. In my experience working with pre-service and in-service teachers, I have generally found that thoughtful, clearly articulated procedures produce more effective teaching. Vague, disorganized procedures generally translate into ineffective (sometimes embarrassing) teaching performances.

Your procedures should give me a GOOD PICTURE of what your lesson looks like. Imagine you have a substitute teacher coming in to teach this class. Provide as much detail and help as possible in your procedures and supplementary materials.

Here are a few suggestions:

* Consider including “teacher talk” in your lesson plan. What will you *actually say* to your students to get them to follow instructions? To facilitate discussion? To introduce the assignment?
* If you plan to lecture on a topic or conduct a mini-lesson, you need to include the background information on that topic or lesson.
* If you plan to incorporate small-group and/or whole-class discussions, you should have a bulleted list of discussion prompts to guide these discussions.
* If you’re modeling your own writing or problem-solving process, for example, you should include drafts of your own writing/problem-solving and your plans for using it in your teaching.

Your procedures should also be easy to navigate. In other words, make use of the automatic numbering/bulleting feature of Microsoft Word as you design your plan. Create headings, sections, sub-sections as needed. Make it user-friendly, and be sure to indicate the amount of time each step in your lesson plan will take.

Don’t forget to include your supplementary materials with your submission.

**Part II: Self-Assessment**

After the lesson, you will write a detailed (2-3 page) analysis of your teaching. Your written analysis should be double-spaced and in **narrative** form (not bulleted points) and address the following points as well as any other issues you wish to discuss. Feel free to use the underlined headings in your analysis.

Subject Matter Expertise

1. In what ways did you demonstrate your content knowledge and represent that content accurately? In what ways can you improve?
2. How effective was your reading comprehension strategy in helping students understand and make meaning from the text? What were your goals for students? Did your students achieve them? How might you improve your use of the strategy next time?

Facilitation of Learning

1. In what ways did you create and maintain a well managed learning environment? How might you improve next time?
2. How did you demonstrate and communicate high expectations for your students? How might you improve?
3. What types of questions did you ask to engage students? Give some examples. How effective were these questions? Did you allow enough wait time? How might you improve?
4. How did you assess student learning during this lesson? Was this assessment effective? Why or why not?

Overall Impressions

1. Reflect on your teacher talk. What was the approximate ratio of teacher talk to student talk? What effect did this ratio have on the students’ learning? How would you characterize the tone of the teacher talk? Formal, informal, a mixture? What was the students’ reaction to this tone?
2. How did you start and end the lesson? Effective?
3. How well did you cover the planned lesson? What diversions did you make from your plan?
4. What feedback did your cooperating teacher provide for you at the conclusion of your lesson?

I would recommend that you carefully review these prompts before you teach, so you’ll be aware of them **as** you teach; this will make composing your self-assessment easier.

**Reading Comprehension Lesson & Self-Assessment Scoring Guide**

**Lesson Plan and Supplementary Materials / 80 points**

* Each element of lesson plan format is complete and demonstrates TEC’s understanding of each section and ability to communicate instructional processes (10 pts.).
* Lesson effectively incorporates a reading comprehension strategy from Chapter 5 of *Developing Readers and Writers …* into the learning activities (10 pts.).
* Standards and benchmarks are directly related to the learning outcomes and activities and are assessed in a tangible qualitative or quantitative manner (5 pts.).
* Learning outcomes are clear, specific, connected to standards, and tied to big ideas specific to your content area (5 pts.).
* Listed supplementary materials (e.g., manipulatives, handouts, resources, technology, etc.) are included and appropriate to learning outcomes and activities and effectively support student learning of big ideas in your content area (10 pts.).
* Lesson initiation effectively helps students draw on prior knowledge and connect and engage with the day’s lesson (5 pts.).
* Lesson procedures … (30 pts.)
  + Specifically describe what students/teacher will be doing (5)
  + Feature learning activities that support and enhance student learning of big ideas (5)
  + Explain how learning activities can be differentiated to meet the needs of all learners (5)
  + Explain how materials are used to support learning activities (5)
  + Connect with learning outcomes and standards (5)
  + Exhibit best practices in your pedagogical content (5)
* Assessment effectively assesses (informally or formally) students’ understanding of concepts and/or skills taught in lesson and directly connects to standards and learning outcomes (5 pts.).

**Self-Assessment / 70 points**

* Content: Thorough Discussion and Evaluation of Subject Matter Expertise (12 pts.)
  + Demonstration and accurate representation of content knowledge
  + Evaluation of reading comprehension strategy
* Content: Thorough Discussion and Evaluation of Facilitation of Learning (24 pts.)
  + Well managed learning environment
  + High expectations for students
  + Questioning techniques
  + Assessment of student learning
* Content: Thorough Discussion and Evaluation of Overall Impressions (24 pts.)
  + Teacher talk – ratio, tone, effect on students’ learning and engagement
  + Effectiveness of start and end of lesson
  + Diversions from lesson plan
  + CT feedback
* Organization, Clarity, Conventions (10pts.)
  + Sequencing is logical and effective
  + Few or no errors in spelling, punctuation, grammar or usage

**TOTAL**  **/ 150 points**